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ABSTRACT

Designed to aid school districts to plan and develop library media programs and to evaluate existing programs in Oklahoma, these guidelines are organized along the four essential components of library media programs: facilities, materials and equipment, personnel, and services. The section on facilities explores the relationship of functions to facility design considerations, technical aspects, and furnishing requirements. The materials and equipment section considers both the print and nonprint collections together with ancillary equipment, through three development stages from functional to excellent. The duties and responsibilities of staff personnel are presented. Services are presented in checklist format for easy use as they apply to students, staff, administrators, and the general community. Appendices include selection policy rationale, selection policy components, the Library Bill of Rights, a sample request for reconsideration of educational media, sample selection policies, library media instruction policy, library media program evaluation, and a needs assessment form. Twelve references are included. (RAA)

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Guidelines for Library Media Programs in Oklahoma

Oklahoma
State Department of Education

1982

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FOREWORD

A quality library media program to serve the needs of the boys and girls in Oklahoma's schools is the concern of educators and citizens alike. The library media program is an integral part of the educational process, whether we are returning to an emphasis on the basics or whether we are looking to new and innovative methods of teaching. The goal remains the same -- facilitating the learning process by providing attractive, useful library media facilities where students will have immediate access to a variety of media in various forms, the accompanying equipment, and qualified staff to provide any number of media services.

A library media program can only be successful when the teacher fully understands and supports its place in the curriculum. The library media center can and should be an extension of the classroom available to enrich the instructional process.

The State Department of Education hopes these guidelines will prove to be useful for administrators and library media specialists. The ultimate value of such materials will be determined by the extent to which they are used and to the extent that suggestions are made for improvement.

Leslie Fisher
State Superintendent

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INTRODUCTION

The rationale for developing this publication was two-fold: (1) an instrument was needed to help school districts plan establishment or development of library media programs in Oklahoma, and (2) an instrument was needed to assist school districts in the evaluation of their existing library media programs.

The Oklahoma State Department of Education recognizes and endorses the national guidelines MEDIA PROGRAMS DISTRICT AND SCHOOL prepared jointly by the American Association of School Librarians (AASL) and the Association of Educational Communications and Technology (AECT). However, while some districts currently have programs which meet or exceed these national guidelines, for many districts with newly developed library media programs those guidelines may be initially unattainable. Something more basic is needed to help answer the questions which arise during early development.

Every effort has been made to develop a guide which provides assistance to library media personnel, administrators, teachers, and students using the program in developing a library media program that will be a vital part of the school and its community.

The GUIDELINES are organized according to the four essential components of a library media program: Facilities, Materials and Equipment, Personnel, and Services. Each of these parts is singularly important, but, used together, they should form a dynamic library media program.

Our thanks are expressed to those educators who originally developed this Guide.

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FACILITIES

The purpose of a library media center facility is to provide the physical surroundings in which the media needs of the school can be fulfilled. These needs should be identified, studied and put in writing. Consideration should be given to present curriculum, teaching methods, services offered and type of materials and equipment to be handled, as well as future projections in each of these areas. The importance of this early planning cannot be stressed enough. Time and effort expended here will prevent mistakes and help to insure the type facility that is best for a local situation.

The director of the library media program (either at the district level or building level) is the administrator responsible for coordinating the planning of the library media facilities. Initial planning should involve representatives from all user groups, including library media personnel, administrators, teachers and students. Consultative advice is available from the Library and Learning Resources Division of the State Department of Education. Library media directors with exemplary programs and facilities are an additional source of help. Whether or not the decision is made to employ an architect, these sources can help to insure a pleasing and functional center.

The school library media program is shaped to a large extent by the adequacy of its facilities. First, there must be adequate space. Many library media programs are severely handicapped by small, poorly arranged areas. Next, furniture and equipment must be functional and

arranged for easy accessibility. Furniture should be selected and ordered in the early stages of planning, allowing a minimum of 4-6 months for delivery. The center should be tastefully and harmoniously decorated to create an over-all atmosphere that is warm and friendly.

RELATIONSHIP OF FUNCTIONS

The library media center's size and the organization of its space must accomodate resources, services, and activities necessary to the instructional program. Ideally the center should include space for a minimum of 45 students, or 15% of the student enrollment--whichever is larger--at 40 square feet per student. This minimal space requirement will accomodate reading, browsing, storytelling (in elementary schools), reference and individual viewing and listening, as well as the storage of materials to support these activities.

Additional space is necessary for other areas, including small-group conference and activity areas, professional collection and faculty work areas, storage and distribution of audiovisual equipment, storage of back issues of periodicals, graphic and photographic production of materials, workroom, office, and media multi-purpose areas.

Below are identified the various functions of a library media program for which space must be provided. Recommendations are also made for the amount of square footage necessary for those functions:

Reading-listening-viewing (RLV); (40 sq. ft. per user x 15% of enrollment)	Accomodates shelving for all types of materials, including current periodicals, either in open or secured areas; contains a browsing area for display of new items, space for individual students to interact directly with all types of materials, and viewing stations for using nonprint materials; includes a storytelling area in elementary schools.

Optional and desirable:

Conference/small group activity area: (150 sq. ft. each)	Rooms or semiprivate areas, 10' x 10' or larger; subject to visual supervision from media/office work area. Should be acoustically treated. (sound-proofed)
Office: (200-300 sq. ft.)	For media staff; contains telephone, desks, storage for professional tools, coat closet, and other appropriate storage; glass enclosed to allow visual control; glass should begin 42" or less from floor. Plan for a clearly defined office area if a separate room is not possible.

DESIGN CONSIDERATIONS

The philosophy of the school, type of instructional program services rendered after hours, and degree of collection security needed will influence the design of the school media center. The media center's structure must allow for changes both in enrollment and instructional objectives. The following design recommendations should be considered:

Location

The extent to which the media program permeates the instructional program depends to a large degree on its location. Therefore, the school's media center should be located conveniently to all learning areas of the school yet avoid the major flow of student traffic. Convenience to an outside entrance with adjacent restrooms not only allows the media center to operate without opening other parts of the school building but also facilitates the delivery of materials and equipment.

Reference: (included in RLV area)	Part of the RLV area, but one requiring frequent professional assistance, should be easily accessible from the office and circulation area.
Circulation: (Check-Out) (included in RLV area)	Circulation control point for all media; should be near media center's entrance and exit and should be in the RLV area very close to office/ workroom.
Periodical storage: (150-250 sq. ft.)	For the storage and retrieval of periodical back issues, the circulation function necessitates this area's being directly adjacent to the circulation point; may be combined with the production/processing area (workroom). If the decision is made to use microform, adequate storage must be provided relative to the format. Adjustable shelving should be used and this area should be accessible and have good light control.
Production-workroom: (400-600 sq. ft.)	Space must be provided for technical processing performed at the building level. It may be located in the same quarters as the materials production area but is much more desirable if separate from it; the latter may involve graphic (posters, transparencies), photographic, and TV production; should be easily accessible from office and RLV areas with visual supervision from one or both of these areas unless adult staff is assigned to the area(s).
Professional collection and workroom: (300-500 sq. ft.)	For faculty materials and study; adjoins production/workroom and RLV (if possible, private from student area) attractive, comfortable furnishings.
Library media classroom: (700-900 sq. ft.)	A room adjacent to reference and open shelves, and to catalogs and indexes, if possible. A flexible space, at least classroom size, equipped for audio and visual presentations, into which classes may be scheduled for work in the library media center.
Audiovisual equipment storage: (400 sq. ft. minimum)	For storage of backup equipment, preventive maintenance, and minor repairs. Shelving for security. Adjustable shelving for variety of equipment. Counter space with an abundance of electrical outlets.

Environment

The media center should have aesthetic appeal and an atmosphere conducive to learning. Open shelves encourage students to explore, inquire, research, or merely browse. Good lighting and light control are vital. Light control should be convenient and centralized, with the capability to darken specific areas. Ceilings, walls, and floors should be acoustically treated. Carpeting reduces noise and adds to the attractiveness of the center. Temperature control is also necessary for comfort and for the preservation of materials.

Reading-listening-viewing (RLV) Area

- Seats minimum of 45 students, or 15% of student enrollment
- Furnishes a reading-browsing area with shelving for current periodicals
- Provides a storytelling area for at least 30 pupils at elementary level
- Houses print materials (approximately 12+ books per student), and reference collection on open shelves
- Has nonprint and vertical file materials easily available
- Encompasses entrance, circulation, card catalog, and periodical index area
- Provides seating at tables as well as at study carrels.

Production/Workroom

- Space, equipment and materials should be provided for production of instructional materials at the building level

. Water-resistant counters, sink, work tables, oversized cabinets, files for production supplies and equipment and electrical outlets for all work stations and counters should be provided.

. Darkroom, off-air recording capability, and other special needs should be considered for this area.

Storage Areas (Periodicals, Audiovisual Equipment, Supplementary Materials)

. Separate storage areas are desirable for the following:

- extra media hardware (not decentralized or on long-term loan to classrooms), as well as one-of-a-kind equipment. Adjustable shelving to accomodate various types of equipment and/or media should be provided.
- back issues of periodicals not stored in RLV area.
- other infrequently used materials currently uncirculated

. Direct corridor access is necessary for areas housing supplementary materials and equipment.

. Storage cabinet for spare parts and supplies and counter space for equipment cleaning and maintenance should be provided.

FOR FURTHER CONSIDERATION FOR POSSIBLE INCLUSION

Conference and/or Small-Group Area

. Provides movable walls between multiple conference rooms.

. Has glass front for supervision.

. Contains appropriate seating, screens, chalkboard. electrical outlets.

. Furnishes light control and acoustical treatment for listening/viewing activities.

Resource or Satellite Centers

- Although there are some advantages to resource or satellite centers separate from the main media center, avoid them wherever possible because increased budget for additional staff, larger collections, and duplication within subject areas negate the advantages provided by this decentralization.
- Determine the need for such centers on the basis of the availability of sufficient and qualified media personnel to provide efficient service.

TECHNICAL CONSIDERATIONS

Because good facilities are motivational and the lack of them actually depresses the fulfillment of program goals, they warrant special consideration before new schools are planned and existing schools are remodeled. Facility plans for school media programs should take into consideration the following desirable technical support:

Electrical Service and Electronics

- The electrical service for the media center should be flexible and accessible to all areas. The number and location of duplex outlets should correlate with program activities and their locations. Take care to expose outlets--do not conceal them behind shelving and other furniture. Floor outlets should be flush with floor and have covers.
- The media center needs a communication system which includes a telephone and an independently controlled intercom speaker.

Future considerations:

. Increasing technological contributions to school communication processes make the media facility the logical base of operations for a centralized system capable of receiving, storing, and redistributing television broadcasts originating within the school, the school system, or from network sources.

. Each building should have a complete, multichannel distribution system so that broadcast television, closed circuit television (CCTV), cable TV or CATV (also knows an Community Antenna TV), if available, can be distributed to each room from the television reception area and from one or more points of origination, such as portable videotape recorders and/or the studio within the building. This centralized system should be used for applying computer technology to the teaching-learning process.

Access and Security

. Conference rooms, production areas, reading-listening-viewing areas, and stack areas should permit easy visual control by staff.

. Student access to materials and equipment should be as open as possible.

. Safeguarding the collection may be strengthened by:

- visual control.
- locating high-demand materials in controlled access areas.
- locating check-out station near exit and away from stack areas.

- providing outside "drop" for the return of materials improperly acquired.
- providing lockable storage for high risk items (i.e., cassette recorders, headphones, etc.).

Heat, Light, and Sound Control

. Heating and ventilation equipment should assure draft-free, quiet operation and comfortable surroundings during all seasons. Research indicates that extreme heat or cold temperatures has a detrimental effect on learning.

. Windows should neither admit distracting light nor hinder space utilization. Light control should include dimmers, down lights, and draperies or darkening shades. When planning lighting, consult professional specifications applicable to areas and their functions.

. Carpeted floors offer the single best method of controlling sound. Acoustically-treated ceilings and walls also facilitate sound control. Adequate space between various areas will further eliminate noise.

FURNISHINGS

Furnishings for the media center should be selected with specific activities in mind and arranged conveniently so that the various types of media can be used most effectively. Changing emphasis in the program may necessitate different space definition; therefore, the design of the space and the selection of the furniture should permit flexible arrangement. When selecting furniture for student use, schools must allow for

children's physical differences. Color coordination and furniture arrangement should enhance the Center's aesthetic appeal. The Educational Media Committee responsible for media specifications should be involved in the selection and placement of all furnishings.

Shelving for Printed Materials

All shelving should be sturdy and adjustable. Shelves may be wood or steel, double-faced or single-faced. Types and quantities of shelving will depend upon the current size and anticipated growth of the collection, the types of media in the collection, and the manner in which the media are to be shelved--intershelved or by types of media. (NOTE: It is recommended to allow twice the amount of space currently needed.)

Type	Capacity Estimate	Depth	Height
Standard books	30 per 3-ft. shelf	10 or 12 in.	5-6 ft.
Reference books	18 per 3-ft. shelf	12 inches	42 in.
Picture books*	40 per 3-ft. shelf	12 inches	42 in.
Periodicals	3-4 per 3-ft. shelf	16 in., slanting	5-6 in.

*These need ½" wide partitions or dividers, 5 in. high and spaced 7-8 inches apart on each shelf.

Tables, Chairs, and Carrels

Although round tables are aesthetically pleasing, they provide less usable working surface. The new trapezoidal tables lend themselves to flexible grouping. Standard 3' x 5' rectangular tables provide sufficient working surface for only four students. For adequate, comfortable use a minimum of five feet of floor space should be allowed between all types of tables with their accompanying chairs. Chairs with curved backs and saddle seats are most comfortable.

The visual barrier on a carrel should be above the eye level of an average-sized student when seated. Carrels used with audio equipment, rear projection devices, etc., require special electrical provisions which lessen flexibility. Adequate lighting on work surfaces should be provided.

	Type	Elementary	Secondary
Carrels:*	depth	24 inches	24 inches
	height	25-28 ins.	29 inches
	width	36 inches	36 inches
Tables:*	height (all types)	25-28 ins.	26-29 ins.
	length (rectangular)	60-72 ins.	60-72 ins.
	width (rectangular)	36 inches	36 inches
	diameter (round)	42 inches	42-48 ins.
Chairs:*	height	14-16 ins.	16-18 ins.

* There should be a clear height of 29 inches from underside of work surface of a carrel or table to the floor to allow access by wheelchair users.

Specialized Furniture and Equipment

Some types of specialized furniture and storage units requiring special consideration follows:

Card catalog and shelf-list cabinets	should be at a comfortable height for the average user; purchase standard "add-on" units from a reliable library furniture company
Atlas stand	30" wide x 27" deep x 44" high with slanted tops
Charging desk	sometimes referred to as a circulation desk; composed of interchangeable units; (select one most useful to local situation) a 3' x 6' desk is sometimes adequate for a small media center, should be equipped with charging trays for filing circulation cards and drawer space for storing circulation supplies; a standard, elementary school charging desk should be no more than 27" to 29" high.

Dictionary stand	22" wide x 16" deep x 44" high; revolving table-top stand will suffice for media centers having limited space.
File cabinets	legal-size with pendaflex frames and hanging folders for convenient, accessible storage of pamphlets, clippings, small pictures, folded maps, other ephemeral materials, and transparencies. However, standard legal-size file cabinets will do or can be converted to pendaflex.

Because specifications for furniture to display nonprint materials are not so standard as those for traditional library furniture, none are included. However, a variety of specialized shelving, cabinets, and storage containers are commercially available for most types of media. Some storage suggestions follow:

Filmstrips (silent)	Open-track rather than pigeonhole storage preferred; store in filing boxes for integrated shelving.
Filmstrips (sound)	Stand boxes upright on regular 12" or 16" shelving; place units in file boxes for integrated shelving.
Slides	Add-on storage cabinets, notebooks, or trays.
Disc recordings	Bins or picture book shelving.
Tape recordings	Cartons on shelves; cassettes in notebooks. Special cabinets available commercially.
Microfilm, 8mm loop, and videotape	Cartons on open shelves; add-on storage cabinets available commercially.

Production Equipment and Furniture

Any instructional program requires a great number of locally-produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for media professionals or teachers to prepare their own materials.

Space and equipment needed for a production area in the media center will depend upon each school's program and needs. Work space should be provided for making such teaching aids as charts, flannel board materials, posters, slides, overhead transparencies, laminated prints, and displays.

Essential production-area furniture includes a work table, drawing table, typewriter table, shallow-drawer slide file, cabinet with shallow drawers (30" x 40") for poster papers, cardboard, and similar materials, and cupboards for storing paint and other supplies used in making simple visuals for the classroom.

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MATERIALS AND EQUIPMENT

It is unlikely that a library media collection can be developed or evaluated without consideration of numbers. For example: How many items do we need to adequately serve our students and teachers? How many do we have? These are important questions which cannot be ignored; thus the inclusion of this section dealing with quantitative standards for materials and equipment.

The standards given in this section have been organized into three categories or levels (Phase I- Phase II, Phase III) because it is understood how difficult it is to meet national standards when first beginning a library media program. For clarification of terminology used, the following definitions are given: PHASE I = Functional -- what is necessary for a program to be operational, the basics; PHASE II = Good -- a program that exceeds minimum state standards and approximates regional accreditating standards; PHASE III = Excellent -- a program that approaches AASL and AECT's standards MEDIA PROGRAMS DISTRICT AND SCHOOL. It is conceivable for a program to be in Phase III in one area (i.e., book collection) and Phase II in another (i.e., Projected Visuals - Still Image). If such is the case, that may be an indicator for priority purchasing for the future.

While numbers are necessary, quality is the more important factor in a library media program. The purchasing objective should be a balanced collection of books, audiovisual materials, and equipment, which meets the curriculum needs of the individual school.

PRINT COLLECTION

BOOKS

Enrollments*	PHASE I	PHASE II	PHASE III
Up to 199	2500 vols.	3000 vols.	4000 vols.
200 - 499	2500 - 4000 vols. or 8 vols. per student whichever is greater	3000 - 5000 vols. or 10 vols. per student whichever is greater	4000 - 10,000 vols. or 20 vols. per student whichever is greater
500 - 999	4000 - 6000 vols. or 6 vols. per student whichever is greater	5000 - 8000 vols. or 8 vols. per student whichever is greater	10,000 vols. or 15 vols. per student whichever is greater
1000 or above	6000 vols. or 6 vols. per student whichever is greater	8000 vols. or 8 vols. per student whichever is greater	15,000 vols. or 12 vols. per student whichever is greater

Once the Phase III has been achieved, the budget must be maintained in order to keep the collection current.

* Enrollment per building

MAGAZINE SUBSCRIPTIONS (includes Professional)

Elementary Library Media Programs:

PHASE I	PHASE II	PHASE III
12	20	25

MAGAZINE SUBSCRIPTIONS (includes Professional)

Secondary:

Enrollments	PHASE I	PHASE II	PHASE III
Up to 199	15	25	50
200 - 499	30	50	75
500 - 999	50	70	125
1000 & above	75	125	175

MAGAZINES ON MICROFORM

PHASE I	PHASE II	PHASE III
--	15% of number of titles subscribed to	20% of number of titles subscribed to

Titles should be selected on a use survey.

NEWSPAPERS (including Local, State, Regional, and National)

	PHASE I	PHASE II	PHASE III
Elementary	1 title	2-3 titles	4-5 titles
Secondary	2-3 titles	4 titles	6 titles

VERTICAL FILES

All Centers, regardless of the school's enrollment, should establish and maintain current collections of pamphlets and other non-book material covering a wide range of subjects to meet the needs of the school curriculum.

N O N - P R I N T C O L L E C T I O N

A "title" is defined as one non-print item. For example, if a set of filmstrips on map skills contains six sound filmstrips, it would have six titles. Non-print items may be commercially or locally produced.

	PHASE I	PHASE II	PHASE III
Filmstrips (silent & sound)	500 titles or 1 per pupil, whichever is greater	1,000 titles or 2 per pupil, whichever is greater	1,500 titles or 3 per pupil, whichever is greater
Recordings (tape and disc)	400 titles or 1 per pupil, whichever is greater	750 titles or 2 per pupil, whichever is greater	1,000 titles or 3 per pupil, whichever is greater
Slides	A collection representing basic curriculum needs	A collection representing basic curriculum needs with additions for special interest or subject areas	2,000 slides
16mm films	Unrestricted access to a sufficient number of titles to serve basic curriculum needs.		

The following should be available in sufficient quantity to support your present instructional program and to meet the identified needs of students and teachers:

art prints	maps	realia
charts	microforms	study prints
games	models	teaching aids
globes	multi-media kits	video tapes

E Q U I P M E N T

Adequate and appropriate types of equipment for all areas of the school program shall be provided as needed to accomplish the instructional objectives. It is recognized that in certain types of innovative programs even Phase III will need to be exceeded. The following are guidelines for equipment if media is available.

In an open-space school, a teacher station is considered a teaching area. In a traditional school it is one self-contained classroom. The term "teaching station" is used only for measurement purposes. All equipment should be housed in and distributed from the media center.

PROJECTED VISUALS

Still Image	PHASE I	PHASE II	PHASE III
Filmstrip or combination filmstrip slide	1 per 10 teaching stations	1 per 8 teaching stations	1 per 5 teaching stations
Sound filmstrip projector	1 per 5 teaching stations	1 per 4 teaching stations	1 per 3 teaching stations
Filmstrip viewer (individual) (silent & sound)	1 per 2 teaching stations	1 per teaching station plus 2	2 per teaching station
2 x 2 slide projector remotely controlled	1 per building	1 per 8 teaching stations plus 1	1 per 5 teaching stations plus 1

Still Image (cont)	PHASE I	PHASE II	PHASE III
sound/slide projector	1 per media center	1 per 10 teaching stations	1 per 8 teaching stations plus 1
2 x 2 slide viewer	2 in media center	1 per 10 teaching stations plus 1	1 per 8 teaching stations plus 1
overhead projector	1 per 3 teaching stations plus 1	1 per 2 teaching stations plus 2	1 per teaching station plus 1
opaque projector	1 per floor	1 per floor	1 per floor
Moving Image			
16mm projector	1 per 8 teaching stations plus 1	1 per 6 teaching stations plus 1	1 per 5 teaching stations
8mm projector	1 per media center	1 per building	1 dual 8mm projector per building
8mm loop projector	as materials are available	as materials are available	as materials are available
TV, minimum 19 inch screen	2 per building	4 per building	1 per teaching station
Closed circuit TV	All new construction and major modification of building should include provisions for installation at each teaching station and the media center	All new construction and major modification of building should include provisions for installation at each teaching station and the media center	All new construction and major modification of building should include provisions for installation at each teaching station and in the media center in each building

Moving Image (cont.)	PHASE I	PHASE II	PHASE III
Videotape recorder	1 available to building	1 unit per media center	Off air color record and playback capabilities; simple black & white studio capabilities per building
AUDIO REPRODUCTION EQUIPMENT			
Record players	1 per teaching stations	1 per 2 teaching stations	1 per teaching station
Cassette recorders	1 of these items per 2 teaching stations plus 5	1 of these items per teaching station plus 5	2 of these items per teaching station plus 5
Reel-to-reel recorders	as needed for special use	as needed for special use	as needed for special use
Listening stations	set of 6-10 earphones at a ratio of one set per 2 teaching stations plus 3	set of 6-10 earphones at a ration of one set per 1 teaching station plus 3	set of 6-10 earphones at a ratio of two sets per teaching station plus 3
Projection cart	adequate number for ease in moving equipment	adequate number for ease in moving equipment	adequate number for ease in moving equipment
Projection screen	1 permanently mounted screen per classroom plus portable screens as needed	1 permanently mounted screen per classroom plus portable screens as needed - no smaller than 70 x 70 with keystone eliminator	1 permanently mounted screen per classroom plus portable screens as needed - no smaller than 70 x 70 with keystone eliminator
Micro-reader	as materials become available	1 per 10 teaching stations plus 1 reader-printer to be located in media center	1 per 5 teaching stations plus 1 reader-printer to be located in media center
Micro-projector	---	---	1 per building (secondary only)

(cont)	PHASE I	PHASE II	PHASE III
Copying machine	access to a copier	1 per Center	1 per Center
Duplicating machine	access to	1 per teacher work area	1 per teacher work area
Large paper cutter Thermal copier Simple slide camera Spirit duplicator Primary typewriter Tapesplicer Manual lettering kit Portable chalk-bulletin board Transparency production kits Tools for repair kits Filmstrip splicer	access to all equipment listed on left	equipment in Phase I plus 35mm camera Copy stand 35mm Kodak Visual maker Instant print camera 35mm viewer box Cassette duplicator Dry mount press Tacking iron	equipment in Phases I & II plus Slide reproducer Super 8mm camera Film rewind Mechanical lettering devices Roll laminator

PERSONNEL

Certified library media specialists are basic to every media program. Their personal and professional competencies enable them to deliver the necessary media services to students and faculty that are vital in today's curriculum.

Support staff is necessary in order to relieve certified personnel of many routine yet necessary tasks. Inadequate support personnel results in costly use of professional staff time and therefore lowers the quality and quantity of media services provided.

The same organizational scheme as was used in Section II: Materials and Equipment is also used here. (Phase I = Functional, Phase II = Good, Phase III = Excellent) Following each statement regarding the type of personnel and their qualifications is a time allocation for assignment in the library media center. A half-time assignment is equal to three consecutive periods per day, based on a 6-period day.

It should be noted that the certificates listed are based on current state certification programs. The future may require revisions in the type of certification and corresponding hours of professional preparation.

Media personnel should participate in professional activities which contribute to personal and professional growth.

P E R S O N N E L

Enrollment	PHASE I	PHASE II	PHASE III
199 or below	Library Media Specialist BS Degree 18 hours in Library Media (Provisional Certificate)	Library Media Specialist BS Degree 18 hours in Library Media (Provisional Certificate)	Library Media Specialist BS Degree in Library Media Standard Certificate)
	half-time	half-time	full-time
	Clerk--assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records
	half-time	half-time	half-time
200 - 499	Library Media Specialist BS Degree 18 hours in Library Media (Provisional Certificate)	Library Media Specialist BS Degree 18 hours in Library Media (Provisional Certificate)	Library Media Specialist BS Degree in Library Media (Provisional Certificate)
	full-time	full-time	full-time
		Clerk-assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records
		half-time	full-time

P E R S O N N E L (cont.)

Enrollment	PHASE I	PHASE II	PHASE III
500 - 999	Library Media Specialist BS Degree in Library Media (Standard Certificate)	Library Media Specialist BS Degree in Library Media (Standard Certificate)	Library Media Specialist Masters Degree in Library Media (including a Standard Certificate)
	full-time	full-time	full-time
	Clerk--assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records
	half-time	full-time	full-time
		Aide/Technician--person with a combination of the two types of skills--aide and technician	Aide--assists library media specialist with routine duties such as shelving, maintaining appearance of Center, listening & viewing activities
		half-time	full-time
			Technician--special competencies in one or more of the following: graphics production & display, processing, photographic production, equipment operation and simple maintenance
			4 hours per day

P E R S O N N E L (cont.)

Enrollment	PHASE I	PHASE II	PHASE III
1000 - 1499	Library Media Specialist BS Degree in Library Media (Standard Certificate)	Library Media Specialist Masters Degree in Library Media (including a Standard Certificate)	Library Media Specialist Masters Degree in Library Media (including a Standard Certificate)
		full-time	full-time
		BS Degree in Library Media (Standard Certificate)	BS Degree in Library Media (Standard Certificate)
		half-time	full-time
	Clerk--assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records	Clerk--assists library media specialist with duties such as typing, filing, keeping records
	full-time	full-time	full-time
	Aide--assists library media specialist with routine duties such as shelving, maintaining appearance of Center, listening & viewing activities	Aide/Technician--person with a combination of the two types of skills--aide and technician	Aide/Technician--person with a combination of the two types of skills--aide and technician
	half-time	full-time	full-time

P E R S O N N E L (cont.)

Enrollment	PHASE I	PHASE II	PHASE III
1500 and up	Library Media Specialist Masters Degree in Library Media (including a Standard Certificate)	Library Media Specialist Masters Degree in Library Media (including a Standard Certificate)	2 Library Media Specialists Masters Degree in Library Media (including a Standard Certificate)
	full-time	full-time	full-time
	BS Degree in Library Media (including a Standard Certificate	BS Degree in Library Media (including a Standard Certificate)	
	full-time	full-time	
	Clerk--assists library media specialist with duties such as typing, filing, keeping records	2 clerks--assist library media specialist with duties such as typing, filing, keeping records	2 clerks--assist library media specialist with duties such as typing, filing, keeping records
	full-time	full-time	full-time
	Aide--assists library media specialist with routine duties such as shelving, maintaining appearance of Center, listening & viewing activities	Aide--assists library media specialist with routine duties such as shelving, maintaining appearance of Center, listening & viewing activities	2 aides--assist library media specialist with routine duties such as shelving, maintaining appearance of Center, listening & viewing activities
	full-time	full-time	full-time
	Technician--special competencies in one or more of the following: graphics production & display, processing, photographic production, equipment operation & simple maintenance	Technician--special competencies in one or more of the following: graphics production & display, processing, photographic production, equipment operation & simple maintenance	Technician--special competencies in one or more of the following: graphics production & display, processing, photographic production, equipment operation & simple maintenance
	half-time	full-time	full-time

RESPONSIBILITIES AND DUTIES

PROFESSIONAL LIBRARIANS

ADMINISTRATIVE

1. Coordinating the library program.
2. Planning library quarters.
3. Selecting and arranging library equipment.
4. Scheduling, training, and supervising the adult library staff.
5. Selecting, supervising, and training student library assistants.
6. Preparing and controlling the library budget.
7. Cooperating with administrative offices.
8. Programming pupil library attendance.
9. Planning publicity and public relations.
10. Determining the routines and regulations to implement the library program.
11. Preparing statistical, financial, and progress reports.
12. Organizing and supervising the circulation of library materials.
13. Coordinating the services of school and public libraries.
14. Attending departmental and faculty meetings.
15. Cooperating with all school organizations.
16. Participating actively in library and other educational associations.
17. Utilizing the services and resources of other educational agencies.
18. Evaluating the library program, services, and materials in terms of local needs, and state, regional and national standards.

EDUCATIONAL

1. Providing library services and materials to meet the needs and interests of all students.
2. Providing library services and materials to meet the need of the teachers.
3. Giving reference services.
4. Preparing bibliographies.
5. Providing reading guidance for individuals and groups.
6. Instructing individuals and groups in the use of the library and library tools.
7. Serving on curriculum committees.
8. Keeping informed on curriculum development.
9. Reading for professional growth and information.
10. Visiting classrooms to introduce special library materials.
11. Planning displays and exhibits.
12. Providing materials for the professional growth of the faculty.
13. Creating and maintaining atmosphere conducive to effective library use.

TECHNICAL

1. Evaluating and selecting:
   - books
   - periodicals
   - audiovisual aids
   - pamphlets
   - pictures
   - clippings

*2. Acquiring, classifying, cataloging, and shelf-listing these materials.
3. Prepaing special indexes such as short stories, vocational information, plays, biographies, etc.
4. Supervising the filing of catalog and shelf-list cards.
5. Providing an opportunity for teacher and student participation in the selection of library materials.
6. Selecting the materials for rebinding and repairing.
7. Weeding out the obsolete and worn-out materials from the library holdings.
8. Selecting and ordering library supplies.
9. Studying and simplifying routines.

* May be done by Centralized Processing Services

ADULT CLERKS

SECRETARIAL

1. Typing
   - Orders for books, periodicals, supplies, etc.
   - *Book pockets and charging cards
   - *Catalog and shelf-list cards
   - Correspondence
   - Bibliographies and lists.
2. Unpacking materials received and checking orders.
*3. Checking and ordering printed catalog cards.
4. Circulating library materials.
5. Filing
   - catalog cards
   - shelf-list cards
   - charging cards
   - clippings
   - pamphlets
   - pictures
   - periodicals.
6. Checking attendance.
7. Maintaining records of library acquisitions.
8. Checking in periodicals.
9. Taking inventory.
10. Opening, sorting, and distributing library mail.
11. Sending overdue and fine notices.
12. Collecting fines for overdue, damaged and lost materials.
13. Keeping the financial and statistical records of the library.

MECHANICAL

1. Shelving and shelf reading.
2. Labeling library materials, such as pamphlets and pictures.
3. Lettering books.
4. Reinforcing magazines and paper-bound materials.
5. Pasting pockets and date-due slips.
6. Stamping all library materials with ownership mark.
7. Cleaning and mending library materials.
8. Clipping newspapers and magazines.
9. Mounting pictures and clippings.
10. Collating books.
11. Mimeographing or duplicating needed materials.
12. Maintaining an orderly library.

SERVICES

A library media center, which offers a program of services to the total school population is basic to an educational operation. These services are closely interwoven with every area of the curriculum and function as an integral part of the teaching/learning process. The center's effectiveness depends on how well it meets the needs of the entire educational program. Organization of the collection shall be the first function of the library media personnel. The committee feels that a centralized collection is the most practical organizational method for library media centers. The collection is both more accessible and economical if housed centrally in an orderly fashion. Centralization will also prevent unnecessary duplications.

The following section has been designed in checklist format for easy use. It has been subdivided into: Services to Students, Services to Staff, Services to Administrators, and Services to Community. A suggestion offered here would be to take the various subdivisions, rework them and give them to representatives of the groups served for their evaluation. That would be a method of determining whether the library media program is serving its public as well as is believed.

I. SERVICES TO STUDENTS

A. Accessibility of Resources	WE OFFER	N A
1. Design the arrangement of the media center to make for easy access to all materials and equipment.		
2. Create a warm, welcoming atmosphere, conducive to learning.		
3. Use bulletin boards, exhibits, displays, and mobiles to acquaint users with the collection.		
4. Inform users through the public address system, school newspaper, and bulletins of media center events.		
5. Circulate print and nonprint materials.		
6. Circulate equipment for in-school or home use.		
7. Simplify sign-out procedures.		
8. Devise a flexible schedule for the use of materials, equipment, and facilities.		
9. Borrow materials from outside sources when the collection cannot meet needs.		
10. Extend the circulation privileges to holidays.		
11. Maintain a file of community resources.		
12. Provide learning stations and interest centers.		
13. Assign an area for the use of reserved materials by individuals or groups.		
14. Provide print and nonprint materials for all levels of ability.		
15. Provide relevant, current materials.		
16. Balance the collection by including materials that reflect the ethnic background and culture of the community.		
17. Provide materials suitable to students' abilities, interests, and maturity.		
18. Maintain an extensive collection of popular paperbacks.		
19. Reserve facilities for seminars, conferences, or production where feasible.		
20. Include student-produced materials in the media collection.		
21. Provide career and vocational education materials.		

B. Reference or Information	WE OFFER	N A
1. Reserve materials for intensive use by a large number of students.		
2. Publicize current television programs considered worthwhile for student viewing.		
3. Plan for student participation in acitvities during Book Week and National Library Week.		
4. Sponsor special activities to convey information, such as dramatizations, festivals, and school newspaper.		
5. Plan field trips to acquaint students with the world of media.		
6. Assist students in the preparation of bibliographies on subjects of interest to them.		
7. Assist students in locating answers to questions.		
C. Instructions		
1. Introduce students to the media center and the organization of the collection.		
2. Plan and implement a program for student assistants.		
3. Teach the correct procedure for borrowing materials.		
4. Discuss the rules of media center etiquette.		
5. Help students develop good citizenship habits in the use of facilities and the collection.		
6. Plan for the systematic development of the skills required for independent use of the Center and its facilities, such as the card catalog, vertical file, and reference books.		
7. Teach the proper use of equipment for viewing, listening, recording, and producing.		
8. Individualize the approach to instruction.		
9. Provide individual guidance in reading, viewing and listening for the instructional and recreational purposes.		
10. Assist in the interpretation of information when requested.		
11. Arrange for interlibrary visits where feasible.		
12. Compile a handbook for users, including a list of available media services.		

	WE OFFER	N A
13. Sponsor a student media assistant program for interested students.		
14. Familiarize students with other types of libraries they may use, such as academic libraries or public libraries.		
15. Provide guidance in the selection and evaluation of media.		

II. SERVICES TO STAFF

A. Accessibility of Resources

1. Provide print and nonprint curriculum related materials.		
2. Provide print and nonprint materials to satisfy the recreational interests of users.		
3. Provide materials that will accommodate a variety of ability levels.		
4. Provide a variety of materials to meet the professional needs and interests of users.		
5. Design a flexible schedule to maximize the availability of materials, equipment, and space.		
6. Arrange for interlibrary loans when necessary.		
7. Make materials and facilities available for inservice programs.		
8. Provide for maintenance and repair of equipment.		
9. Inform faculty and students of new acquisitions.		
10. Maintain a resource file of community resources.		
11. Communicate with the staff of public libraries concerning school assignments that will make special demands on their facilities or collection.		
12. Provide collections for special groups or interests, such as remedial reading classes, classes for the gifted and talented, and career and vocational education classes.		
13. Provide a convenient area for professional materials, such as curriculum guides, magazines, paperbacks, and special educational references where feasible.		

	WE OFFER	NA
14. Assist in the selection and evaluation of all materials.		
a. Recommend potentially useful items.		
b. Provide catalogs of new materials.		
c. Order media for preview.		
d. Identify materials in the collection which should be reevaluated.		
15. Display classroom projects in the media center.		
16. Make available audiovisual and electronic equipment for departmental meetings, faculty meetings, and school assemblies.		
B. Reference or Information		
1. Provide reference materials to support the instructional program.		
2. Compile bibliographies.		
3. Reserve materials as requested.		
4. Notify teachers of current television programs related to particular areas.		
5. Display new materials and inform teachers of new acquisitions.		
6. Route professional materials to appropriate teachers and department heads.		
C. Instruction		
1. Introduce the media center facility and explain its program.		
2. Explain the organization of materials.		
3. Review the skills required for locating materials in the Center, such as card catalogs, reference tools, and vertical files.		
4. Demonstrate the use of equipment.		
5. Conduct workshops on the care of equipment.		
6. Supply collections of print and nonprint materials to supplement classroom resources.		
7. Compile bibliographies for special groups or interests.		

	WE OFFER	NA
8. Provide guidance and motivation in establishing interest and personal habits in reading, viewing, and listening through book talks, storytelling, contests, games, displays, exhibits, demonstrations and classroom discussions.		
9. Assist in the development of a critical appreciation of literature.		
10. Assist in the development of visual literacy.		
11. Assist in the selection of materials for specific needs.		
12. Become acquainted with various additional sources of information, such as public libraries, museums, human resources, government agencies, and other organizations.		
13. Plan with classroom teachers for the development of specific reference and research skills.		

D. Production

1. Assist in recording stories and materials for special presentations.		
2. Assist in the writing of scripts and in presenting student radio programs.		
3. Assist in the development of skills required for creating visuals, such as slides, movies, prints, filmstrips, and video tapes.		
4. Assist in dry mounting and laminating.		
5. Assist in creating transparencies.		
6. Develop skills needed for making heat transfers and color lifts.		
7. Develop skills required for photocopying.		
8. Assist in the creation of manipulative materials such as models and puppets.		
9. Assist in the development of books, handbooks, and newspapers.		

E. Consultation

1. Act as a resource or liaison between school and community.		
2. Provide guidance in the selection of materials for home libraries.		
3. Work with committees in the development of curriculum.		

III. SERVICES TO ADMINISTRATORS

A. Accessibility of Resources	WE OFFER	N A
1. Arrange materials to facilitate their use.		
2. Make available materials from various outside agencies.		
3. Develop a meaningful professional collection.		
4. Organize a collection of publishers' catalogs.		
5. Maintain a collection of curriculum guides.		
6. Keep statistical records about expenditures, holdings, and use of materials, equipment, and facilities.		
7. Prepare reports about the status of the media program and future needs.		
8. Report periodically on class schedules and other practices which affect student use of media center facilities.		
9. Reviews annually student access to audiovisual and printed materials in the school and recommend needed changes.		

B. Reference or Information		
1. Provide materials, equipment, and supplies whose variety and scope satisfy the needs of the school program and the interests of the users.		
2. Provide multi-media collections of materials to meet requests for information.		
3. Locate requested materials in outside collections when necessary.		
4. Publicize new acquisitions in the Center.		
5. Supply bibliographies as requested.		
6. Answer questions.		
7. Publicize events of interest in the school and community.		
8. Assist in the development of the media center's budget.		
9. Submit data about users, facilities, and needs.		

C. Instruction	WE OFFER	NA
1. Provide direction for on-going inservices training dealing with current trends, philosophies, services or evaluation of instruction materials.		
2. Discuss the impact of the media center program on the total school program.		
3. Hold an open house or staff tea.		
D. Production		
1. Produce transparencies.		
2. Provide photoduplication services.		
3. Reproduce recorded materials.		
4. Video tape lectures, demonstrations, and special events, such as plays and speakers.		
5. Dry mount and laminate materials.		
6. Provide slides and/or filmstrips from original works (pictures, charts, and graphs).		
E. Consultation		
1. Discuss the media center program in relation to the goals of the schools.		
2. Discuss current and long-range plans for the media center collection and facilities.		
3. Discuss media center policies and procedures relative to fines, scheduling, circulation, use of facilities, and standards of behavior.		
4. Discuss media center projects, such as book fairs, clubs, story hours, film festivals, and special programs and productions.		
5. Supply data on purchases and acquisitions, demands on the Center for time, materials and service, and circulation figures.		
6. Explore various roles in the implementation of the media program, such as system-level personnel, administrators, teachers, media specialists, parents, and students.		
7. Provide statistical data concerning circulation, budget, and collection.		
8. Initiate a student/faculty library committee to plan and evaluate a media program which is supportive of the total educational program.		
9. Maintain a file of consumer information concerning the purchase of new materials and equipment.		

IV. SERVICES TO THE COMMUNITY

A. Accessibility of Resources	WE OFFER	N A
1. Develop a plan and policy for the use of the media center facilities and equipment and the circulation of materials.		
2. Introduce the media center and its program on occasions, such as American Education Week.		
3. Publicize new materials and equipment through exhibits or displays and local media, i.e., newspaper, radio and TV.		

RATIONALE FOR THE ADOPTION OF A WRITTEN SELECTION POLICY

There are many reasons why a school district should have a written statement detailing a clearly defined procedure for the selection of library materials.

1) A written statement will make it easier for all school personnel--teachers, librarians, principals, supervisors, superintendents and members of the Governing Board--to be fully informed on the specific selection practices of the district.

2) The responsibilities of participating individuals and the limits of their responsibilities will be explicitly stated.

3) If criteria are clearly detailed, and techniques for applying them are clearly set forth, those persons responsible for doing the actual selection will do a thorough and efficient job. Written criteria will serve as a basis for common agreement for those responsible for the selection of material.

4) The materials selected by such criteria and procedures will be better and more useful.

5) A written statement of policies and procedures is an aid in keeping the community informed on the selection of library materials. The confidence of the community in its schools will be increased by the knowledge of the thorough and reasoned philosophies and procedures underlying the selection of materials for its school libraries.

Reprinted with permission from
Selection Policies: a Guide to
Updating and Writing, by
Michigan Association for Media
in Education

Available from MAME, The Executive Secretary, 401 South Fourth Street, Ann Arbor, Michigan 48109. $3.50.

SUGGESTED COMPONENTS FOR A MATERIALS SELECTION POLICY

Preliminary Consideration:

The committee drafting the Instructional Materials Selection Policy should consider including members of the following groups, in order to enlist wide support for the policy: students, teachers, media specialists, parents, para-professionals, building administrators, system administrators, Regional Educational Materials Center staff (REMC).

A decision should be made at the outset as to whether the policy will cover all instructional materials or only those purchased by and housed in the media center.

A local level statement of Instructional Materials Selection Policy should include (not necessarily in the following order):

1. A statement of the philosophy of materials selection such as given in the Library Bill of Rights.

2. A statement that the governing body of the district is legally responsible for the selection of instructional materials.

3. A statement detailing the delegation of this responsibility to professional personnel.

4. Criteria for instructional materials selection in the school or district.

5. Procedures for implementing selection criteria.

6. A routine procedure for challenged materials:
   a. A complaint committee and its make-up.
   b. Statement that the procedure is applicable to all individuals, including school personnel and board members.
   c. Statement of how challenged materials will be handled during the period of reconsideration.
   d. Statement of whether or not materials will be put through the entire reconsideration process more than once within a specified time period.

7. Definitions of critical terms used in the selection policy, e.g., "selection," "instructional materials," "literary merit," etc.

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(see address on page 61)

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

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American Library Association

S A M P L E

School _____ Date _____

REQUEST FOR RECONSIDERATION OF EDUCATIONAL MEDIA

Name of complainant _____

Address _____

Occupation _____

Kind of media _____

Title _____ Author or Producer _____

Reason for objection (Cite particular sequences and approximate location in media.) Specific Objections:

Any merits noted in this media:

Have you read, viewed, and/or auditioned the entire material to which you object? _____

Have you read, viewed, and/or auditioned other media by this author or producer? _____

List titles previosly examined: _____

_____

What material on the same subject would you recommend for replacement?

Title _____ Author or Producer _____ Copyright Date _____

Is your alternate selection in our library media center? _____

Signature _____

S A M P L E

LIBRARY RESOURCE CENTER MATERIALS SELECTION POLICY OF THE NORMAN PUBLIC SCHOOLS

I. Statement of Philosophy

The Board of Education and media staff of the Norman Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

Bill of Rights

for

Library Media Center Programs

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contribution to our American heritage as well as a knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

II. Responsibility for Selection of Materials

The Board of Education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library resource center are selected by the library media specialist with the cooperation of the faculty, the administration, and, when feasible, the students.

III. Criteria for Selection

A. It is the policy of the Norman Public Schools to select materials for library resource centers in accordance with the following principles:

1. Instructional materials are chosen because they are of interest and have learning value for the students in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.

2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our times, international, national and local. Books and materials of sound factual authority are not removed or banned from library resource center shelves because of partisan or doctrinal disapproval.

B. Certain factors are considered in the selection of library resource center materials.

1. Selections are made for, and in accordance with, the different maturity levels of the students.

2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.

3. In the selection of materials, reviewing tools such as standard catalogs are used. When possible, audio-visual materials are previewed before purchase or ordered with return privilege guaranteed.

4. The following specific criteria are considered.

a. The overall purpose of the material and how well it is accomplished.
b. Reputation and significance of the author.
c. Timeliness or permanence of the materials.
d. Importance of subject matter to the collection.
e. Accuracy of material.
f. Reputation and standards of the publisher or producer.
g. Readability and reader appeal.
h. Quality of writing and illustrations.
i. Appearance of the title in material selection aids.
j. Price.

5. Non-fiction subjects which are topics of criticism are carefully considered before selection. Among these are:

a. Religion - Factual unbiased materials which represent all major religions may be included in the library resource center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.

b. Ideologies - The library resource center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public on ideologies or philosophies that are of current or continuing interest.

c. Science - Medical and scientific knowledge suitable to the developmental stage of the students should be made available without any biased selection of facts.

6. Fiction has assumed an important role as an educational medium. The sound treatment of significant historical, social and personal problems in books of fiction can contribute to the understanding of human problems and human relations. Fiction is acquired to supplement areas of the curriculum and to encourage and develop the reading interests of students.

IV. Gift Books and Materials

A. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with Board of Education funds. The practice of a donor's purchasing new books or materials as library resource center gifts is discouraged. It is preferable that donors make monetary gifts for purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.

B. Gift books and other materials, once accepted by the Norman Public Schools, become the property of the Norman Schools.

V. Guidelines for Reconsideration of Materials

It is recommended that a student or his/her parent should have the right to reject the use of library resource center materials which seem incompatible with his/her values and beliefs. It is further recommended that classroom assignments involving library resource center materials provide for alternate choices. This procedure is consistent with the National Council of Teachers of English statement on Students' Right to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children.

Any parent who wishes to request reconsideration of the use of any library resource center material in the school must make his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to

the Review Committee. No administrator, librarian or teacher should agree to withdraw an item without referring it to the Review Committee which determines whether the material should be withdrawn from any or all schools.

This Review Committee is appointed as needed with recommendations for its membership being made by the Coordinator of Library Media Services and approved by the Superintendent. Its membership normally consists of:

Voting members -

Assistant Superintendent for Instruction
Curriculum Consultant
Principal
Library Media Specialist
Instructional staff member } appropriate to the level of the material
Coordinator of Library Media Services, Chairman

Non-voting members -

Complainant(s)
Principal
Library Media Specialist
Instructional staff member(s) } representing school which received complaint

The material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals. The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the Coordinator of Library Media Services.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the Board of Education through the Superintendent. The final decision then rests with the Board of Education.

S A M P L E

MUSTANG PUBLIC SCHOOLS

SELECTION POLICY FOR INSTRUCTIONAL MATERIALS

Materials for the Media Center shall be selected by the Media personnel with the cooperation of the faculty, the administration, and in some instances the students.

The primary objective in the selection of materials is to implement, enrich, and support the educational program of the school. Materials should be provided which will enrich and further develop the curriculum, support the educational, civic, and cultural activities of groups and organizations, and encourage wholesome recreation and constructive use of leisure time.

The criteria for selection of materials will include the following:

1. Needs of the school
    a. Based on requests from administrators and teachers
    b. Based on knowledge of the curriculum
    c. Based on present collection
2. Needs of the individual student
    a. Based on knowledge of children and youth
    b. Based on requests of students, parents, and other patrons
3. Provision of a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view
4. Provision of materials of high artistic and literary quality
5. Provision of materials with superior format

Selection of materials will be determined by reading, examination, and checking of reputable, unbiased, professionally prepared, selection aids.

There shall be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times - international, national, and local. In order to promote a sound basis of understanding, materials on all ethnic and cultural groups with their contributions to our American heritage will be included. Materials of merit presenting an honest aspect of some problem of life will not necessarily be excluded because of the language used or frankness of content.

Censorship of materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment. If the inclusion of a title in the Media Center is questioned, Media personnel shall give a Citizen's Request for Reconsideration of Educational Materials form to the person who questions the material. This form shall be filled out and submitted to the principal. Allegations thus submitted will be considered by a committee among the faculty which will be appointed by the principal. This committee will be in the subject matter field of the material challenged, and the challenged material will be judged by the committee as to its conformity to the principles stated above. The materials involved will be suspended pending a decision by the committee.

S A M P L E

PUTNAM CITY SCHOOLS
POLICIES AND PROCEDURES FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

I. Objectives of Selection

The primary objective of the elementary schools library media center is to implement, enrich and support the educational program of the school. It is the function of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the elementary library media personnel of the Putnam City Schools reaffirms the objectives of the American Association of School Librarians' "School Library Bill of Rights" (see page 65).

II. Responsibility for Selection

Although the Putnam City School Board is legally responsible for the operation of the school, the responsibility of the selection of instructional materials is delegated to the certificated library media personnel.

While selection of materials involves many people, including library media specialists, library media clerks, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the district library media supervisor.

Responsibility for coordinating the selection of materials and purchase of textbooks may rest with appropriate department chairpersons or with textbook evaluation committees.

III. Criteria for Selection

The selection of instructional materials originates in the school in which the materials are to be used. The library media specialist in consultation with the building staff and the district library media supervisor, is expected to build the collection to fit the needs of each particular school. All phases of school life and social and economic conditions of the community should be taken into consideration. The interests, needs, abilities of the pupils, and correlation of materials with the curriculum are dominating factors in the selection of materials.

Materials for purchase are considered on the basis of:

- overall purpose
- importance of subject matter
- readability and popular appeal
- format and price
- reputation & significance of author/artist/composer/producer, etc.
- timeliness or permanence
- quality of the writing/production
- authoritativeness
- reputation of publisher/producer

IV. Procedure for Selection

In selecting materials for purchase, the media specialist evaluates the existing collection and consults:

1. Reputable, unbiased professionally-prepared selection aids, such as:

   BOOKLIST
   BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS
   CHILDREN'S CATALOG
   THE ELEMENTARY SCHOOL LIBRARY COLLECTION: A GUIDE TO BOOKS AND OTHER MEDIA
   HORNBOOK
   OKLAHOMA DEPARTMENT OF LIBRARIES BOOKS EVALUATION CENTER
   SCHOOL LIBRARY JOURNAL

2. Specialists from all departments and/or all grade levels, or the media committee appointed by the principal to serve in an advisory capacity in the selection of materials.

V. How to Make Requests

After the selection has been made, information should be filled in on "request form" and forwarded to the district library media coordinator. Requests are verified and combined for ordering. Materials are received at the district library media office for cataloging and processing, then shipped by school truck to each library media center.

VI. In specific areas the media specialist follows these procedures:

1. Gift materials are judged by basic selection standards, and are accepted or rejected by these standards. The practice of a donor's purchasing new books or materials as library resource media center gifts is discouraged. It is preferable that donors make monetary gifts for purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.
2. Gift books and other materials, once accepted by the Putnam City Schools, become the property of the Putnam City Schools.
3. Multiple items of outstanding and much in demand media are purchased as needed.
4. Worn or missing standard items are replaced periodically.
5. Out-of-date, or no longer useful materials are withdrawn from the collection.
6. Sets of materials and materials acquired by subscription are examined carefully and are purchased only to fill a definite need.
7. Salesmen must have permission from the superintendent's office before going into any of the schools.

S A M P L E

MEDIA SELECTION GUIDELINES FOR THE LIBRARIES OF THE ENID PUBLIC SCHOOLS

The specific educational guidelines and goals set by the Administration of the Enid Public Schools and the American Library Association's Library Bill of Rights (see page 42) are to be used in the purchase of media for the Enid Public Schools.

GENERAL POLICIES

Responsibility for selection of media involves administration, faculty, and students. The responsibility for coordinating the selection of instructional media and making recommendations for purchase rests with the librarian or media specialist using selection aids that are reputable, unbiased and professionally prepared. (see page 50). All materials shall be examined by the certified professional members of the library staff with as much aid as is practicable from the media selection committee (see page 52) before being placed in circulation. Requests for materials by teachers and students are honored insofar as they meet the criteria set by the following selection policies:

Materials selected shall be judged upon their authoritativeness and effectiveness of presentation.

Materials acquired shall meet high standards of quality in content, expression and format.

Factual accuracy, effective expression, significance or subject sincerity and responsibiltiy of opinion - these and other factors shall be considered and at times balanced one against the other.

Periodicals and newspapers that supplement the curriculum needs shall be chosen for accuracy, objectivity, accessibility, demand and price.

In specific areas the librarian or media specialist follows these procedures:

Gift materials will be accepted only if they meet the same criteria as materials purchased.

Multiple items of outstanding and much in demand media are purchased as needed.

Worn or missing standard items are replaced periodically.

Out-of-date or no longer useful media are withdrawn from the collection.

QUESTIONABLE AND CHALLENGED MEDIA

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review. Make no commitments.

Invite the complainant to file his/her objections in writing. Use of the attached form is recommended for this purpose.

Temporarily withdraw material pending a decision of the media committee.

There shall be a media committee for each of the secondary schools and one for the combined elementary schools. The committees will consist of the school librarian as chairman and a minimum of five school personnel appointed by the principal at each secondary level school, and by the elementary curriculum coordinator at the elementary level.

The committee will be on call by the school librarian for the purpose of:

Screening questionable media, and by a majority vote of the committee, recommend placing or not placing the media on the library shelves.

Reading and examining challenged media by using the following suggest procedure:

Check general acceptance of materials by reading professional reviews.

Meet to discuss the media and prepare a report on the decision of the committee. This decision will result in reinstatement, restriction, or removal of the material.

File a copy of the committee report in the school office and the administrative office.

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO ILLINOIS 60611 · (312) 944-6780

POLICY STATEMENT

Instruction in the Use of Libraries

Utilization of information is basic to virtually every aspect of daily living in a democratic society, whether in the formal pursuit of educational goals or in independent judgement and decision making. In our post-industrial, increasingly complex society, the need for information daily becomes greater.

Libraries are a major source of information; however, their effective use requires an understanding of how information is organized and how individuals can retrieve that information. Many individuals have an inadequate understanding of how to determine the type of information needed, locate the appropriate information, and use it to their best advantage.

Instruction in the use of libraries should begin during childhood years and continue as a goal of the formal educational process in order to prepare individuals for the independent information retrieval essential to sustain life-long professional and personal growth.

It is essential that libraries of all types accept the responsibility of providing people with opportunities to understand the organization of information. The responsibility of educating users in successful information location demands the same administrative, funding, and staffing support as do more traditional library programs.

The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of service.

ADOPTED BY THE
ALA COUNCIL
July 2, 1980

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American Library Association.

LIBRARY MEDIA PROGRAM EVALUATION

This checklist is designed to be used with Guidelines for Library Media Programs in Oklahoma. This should give a profile of your program and could serve as a planning guide for future improvement when adopted to your local situation.

0 = no provision; 1 = minimum space or amount; 2 = adequate for now; 3 = meets Guideline recommendations

FACILITIES:	0	1	2	3
1. Reading, Listening & Viewing Area				
2. Reference Area				
3. Periodical Storage				
4. Technical Processing Area				
5. Graphic Production Space				
6. Professional Library				
7. Classroom				
8. AV Equipment Storage				
9. Conference/Small Group Activity				
10. Office				
11. Electrical Outlets				
12. Shelving				
13. Seating				

0 = Below Phase I; 1 = Phase I; 2 = Phase II; 3 = Phase III

MATERIALS:	0	1	2	3
1. Books				
2. Magazines				
3. Newspapers				
4. Vertical File				
5. Audio Tape & Disc Recordings				
6. Projected Visuals				
a) Filmstrips (silent & sound)				
b) Recordings (tape & disc)				
c) Slides				
d) 16mm film				
7. Graphics, Tactile (games, models, etc.)				

EQUIPMENT:	0	1	2	3
1. Filmstrip (silent)				
2. Sound Filmstrip				
3. Filmstrip Viewer (silent/sound)				
4. 2 x 2 Slide Projector				
5. 2 x 2 Slide Viewer (sound)				
6. Slide Viewer				
7. 10 x 10 Overhead				
8. Opaque				
9. 16mm Projector				
10. 8mm Projector				
11. 8mm Loop Projector				
12. TV				
13. VTR				
14. Record Player				
15. Listening Station				
16. Projection Cart				
17. Projection Screen				
18. Micro Reader				
19. Micro Projector				
20. Copy Machine				
21. Duplicating Machine				
22. Production Equipment				

PERSONNEL:	0	1	2	3
1. Number of Professionals				
2. Certification				
3. Number of Non-Professionals				
4. Library Supervisor				

SERVICES:

This evaluation is limited to the program offered. The utilization by the user and the users satisfaction are the most important measure of service and such evaluation is encouraged. If the suggestions on page 29 of the Guide are followed, a good evaluation of your services can be determined.

0 = Inadequate or not available; 1 = minimum service; 2 = average or above; 3 = meet or excel Guidelines

SERVICES	0	1	2	3
I. Service to Students				
A. Accessibility of Resources				
B. Reference or Information				
C. Instruction in Library Skills				
II. Services to Staff				
A. Accessibility of Resources				
B. Reference or Information				
C. Instruction				
D. Production				
E. Consultation				
III. Services to Administrators				
A. Accessibility of Resources				
B. Reference or Information				
C. Instruction				
D. Production				
E. Consultation				
IV. Services to Community				
A. Accessibility of Resources				

LIBRARY MEDIA PROGRAMS

AN ASSESSMENT INSTRUMENT

Name of School District _____

Name of School _____

Address _____ Grades _____

_____ Number of students _____

_____ Number of teachers _____

Assessment instrument completed by _____, Principal

_____, Library Media Specialist

_____, Teacher

_____, Other _____
(title)

Date of completion _____

GUIDING PRINCIPLES

The unified library media program incorporates in one administrative structure the elements of the programs formerly designated as library and audiovisual. It retains and expands the desirable elements of these programs to provide each educator and each student the contributions of a coordinated library media program. The key to the library media program is service. This program should provide the following.

Competent personnel sufficient in number to conduct a full-range of library media services

Facilities designed for flexibility and convenient use

Resources of high quality and sufficient quantity to meet individual interests and needs

Access to all learning resources available

An effective library media program requires the commitment, involvement, and cooperation of administrators, teachers, students, and library media staff. The library media program affects, and is affected by, everyone involved in the learning process. A program succeeds to the degree that those responsible for it understand, accept, and apply these principles.

(Adapted from: Educational Media Program Criteria
North Carolina State Department of
Public Instruction)

DIRECTIONS FOR USING THE ASSESSMENT INSTRUMENT

The attached assessment forms may be completed by individuals, committees, and/or the entire faculty. Open discussion and staff involvement are important elements of successful assessment.

Principles and criteria used in the forms follow two publications:

"Guidelines for Library Media Programs in Oklahoma"
Library and Learning Resources
Oklahoma State Department of Education

"Administrators' Handbook for Elementary, Middle, Junior High and High Schools"
Accreditation Section
Oklahoma State Department of Education

Familiarity with these guidelines is essential. Should you require copies of the "Guidelines," please contact:

Library and Learning Resources
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

The following rating scale should be used to designate your priority: a (1) means this item is very important in your school's library media program, a (2) means you consider it somewhat important, and a rating of (3) means this item is of little importance to you at this time.

1 - very important

2 - somewhat important

3 - of little importance

Strengths, weaknesses, and immediate and long-range plans for improvement may be stated in the summary section at the end of the rating forms. This section will be particularly useful in effective program planning.

I. ADMINISTRATION OF THE LIBRARY MEDIA PROGRAM

Criteria:	Available			Priority
	Yes	No	NA	(1, 2, or 3)
1. The library media program is designed to meet the needs of individual students and teachers, and the instructional program of the school.				
2. The principal appoints a library media advisory committee, which reflects all academic interests of the school.				
3. The school administration uses current state library media regulations and guidelines in developing the library media program (personnel, facilities, budget, materials and equipment, and services).				
4. A system-level policy for the selection and acquisition of materials has been adopted by the local Board of Education.				
5. The school library media budget is based on the needs of the instructional program with the library media specialist authorizing the expenditure of funds.				
6. Priorities for the allocation of funds are based on both immediate needs and long-range goals of the program.				

II. ACTIVITIES AND SERVICES

Criteria:	Available			Priority
	Yes	No	NA	(1, 2, or 3)
1. The media center services are part of the total instructional program of the school.				
2. A flexible schedule is designed to allow for optimum use of materials, equipment, space, and personnel.				
3. The library media specialist assists teachers in curriculum planning and implementation.				
4. The media center is available for both student and teacher use before and after school and during lunch hour, as well as throughout the school day.				
5. Circulation policies make both materials and equipment available for:				
A. individuals and classes				
B. for home use (books)				
C. for home use (audiovisual software)				
D. for home use (audiovisual equipment)				
6. The library media specialist provides reading guidance and motivation through literature appreciation, storytelling, book talks, contests, games, displays, and exhibits.				
7. A sequential program of media skills instruction has been developed to meet individual and/or grade level needs.				
8. Media skills are taught jointly by the library media specialist and the classroom teacher who reinforces this instruction using related classroom assignments.				
9. Students and teachers are taught the proper use of audiovisual equipment.				
10. Students and teachers are encouraged and assisted in the production of media using available media production equipment.				

II. ACTIVITIES AND SERVICES, continued.

	Available			Priority
	Yes	No	NA	(1, 2, or 3)
11. The library media specialist provides guidance in the selection and evaluation of all materials.				
12. The library media specialist communicates with teachers through:				
A. inservice programs				
B. information about new acquisitions				
C. circulating catalogs of new materials				
D. ordering media for preview				
13. The library media specialist fosters career awareness by providing various materials, activities, and services.				

III. PERSONNEL

QUALIFIED PERSONNEL ARE ESSENTIAL TO AN EFFECTIVE LIBRARY MEDIA PROGRAM. THE STAFF SHOULD BE COMPETENT IN THE USE OF PRINT AND AUDIOVISUAL MATERIAL AND BE COGNIZANT OF LEARNING THEORY AND CURRICULUM DEVELOPMENT.

EACH MEDIA CENTER SHOULD HAVE A CERTIFIED MEDIA PROFESSIONAL WITH A SUPPORT STAFF SUFFICIENT FOR THE CLERICAL AND TECHNICAL FUNCTIONS OF THE CENTER.

Criteria:	Available			Priority
	Yes	No	NA	(1, 2, or 3)
A. The Professional Staff:				
1. A minimum of a half-time media professional should be provided for an enrollment up to 199, full-time for an enrollment of 200-999, and two full-time professionals for 1,000-1,499. Rank your school:				
a. 1-100				
b. 200-999				
c. 1,000-1,499				
2. The library media specialist:				
a. conducts a sequential program of library media skills in connection with literature and other instructional areas				
b. serves on curriculum development, textbook, and other professional committees				
c. supervises the review, evaluation, selection, acquisition, and use of media in the school				
d. communicates to administrator and community the quantitative and qualitative needs of the library media program				
e. maintains accurate records (financial, circulation, inventory)				
f. selects, supervises, and directs volunteers				
1. student volunteers				
2. adult volunteers				

III. PERSONNEL, continued.

	Available			Priority
	Yes	No	NA	(1, 2, or 3)
g. cooperates with counselors on guidance and counseling activities				
h. assists and cooperates with teachers in instructional planning				
i. is active in professional organizations and keeps up to date on new developments in the area of library media				
j. provides opportunities for inservice activities				
k. assists the professional staff and students in the production and utilization of media materials				
l. publicizes the media collection and services in a variety of ways				
m. informs faculty of available television programs that relate to the curriculum				
n. provides guidance in the making of video tape recordings for instructional use				
o. provides guidance in use of computers				
B. The Support Staff				
1. A <u>minimum</u> of a one-half time clerical aide should be provided for an enrollment up to 499, full-time for an enrollment of 500-999, and two for 1,000-1,499. Rank your school:				
a. 1-499				
b. 500-999				
c. 1,000-1,499				
2. The support staff:				
a. under the supervision of the library media specialist performs a variety of clerical, secretarial, and technical tasks				

IV. PHYSICAL FACILITIES

THE SCHOOL'S LIBRARY MEDIA FACILITIES SHOULD ENABLE MAXIMUM USE OF A FULL RANGE OF MATERIALS AND EQUIPMENT. THE LIBRARY MEDIA CENTER SHOULD BE CONVENIENT TO ALL CLASSROOMS. THE CENTER'S SIZE AND SPACE MUST ACCOMMODATE THE LIBRARY MEDIA PROGRAM'S RESOURCES, SERVICES, AND ACTIVITIES. SPACE FOR A MINIMUM OF 45 STUDENTS, OR 15% OF THE TOTAL ENROLLMENT (WHICHEVER IS LARGER), WITH 40 SQUARE FEET PER STUDENT TO READ, BROWSE, VIEW, AND LISTEN IS DESIRABLE. ROOM FOR CONFERENCES AND PROFESSIONAL MATERIALS (STORYTELLING AREA IN ELEMENTARY SCHOOL IS DESIRABLE). STORAGE, PRODUCTION, WORKROOM, AND OFFICES IS ADVISABLE. THE CENTER SHOULD HAVE AN INVITING ATMOSPHERE, ACOUSTICALLY TREATED WALLS AND FLOORS, GOOD LIGHTING, AND PROPER HEATING AND VENTILATION.

Criteria:	Available			Priority
	Yes	No	NA	(1, 2, or 3)
1. The library media center is convenient to classrooms.				
2. The library media center has easy access to the loading and delivery area.				
3. The library media center has an inviting atmosphere which is conducive to learning.				
4. Arrangement of furniture promotes the effective use of the library media center.				
5. The library media center includes the following areas:				
a. reading, browsing, circulation, and reference area accommodating a minimum of 45 students or 15% of total enrollment, whichever is larger				
b. media multi-purpose room				
c. listening and viewing areas				
d. easily supervised conference areas				
e. office area				
f. work area				
g. storage facilities for equipment, supplies, and materials not immediately needed				
h. area for display and use of professional materials				
i. specialized areas such as career education, microcomputer area, etc.				

IV. PHYSICAL FACILITIES, continued.

	Available			Priority
	Yes	No	NA	(1, 2, or 3)
j. production facilities for audio and visual presentations				
k. storytelling area (elementary school only)				
l. bulletin boards and display areas				
6. The media center has sufficient:				
a. light				
b. heat				
c. air conditioning				
7. Floor covering is sound absorbent.				
8. The media center provides the following:				
a. standard size, adjustable shelving				
b. picture book dividers (elementary school only)				
c. periodical shelving				
d. newspaper shelving				
e. comfortable, casual furniture				
f. tables and chairs of suitable size and height				
g. dictionary stand				
h. atlas stand				
i. card catalog				
j. proper storage facilities for each type of audio and visual material				
k. book trucks				
l. file cabinets				
m. audiovisual equipment carts				
n. sink with running water				

IV. PHYSICAL FACILITIES, continued.

	Available			Priority
	Yes	No	NA	(1, 2, or 3)
o. electrically-wired study carrels (wet)				
p. unwired study carrels (dry)				
q. circulation desk				
r. typewriter				
9. The media center has adequate electric power and outlets to accommodate all media activities.				

V. LEARNING RESOURCES

THE LIBRARY MEDIA COLLECTION IS ONE ESSENTIAL COMPONENT OF THE LIBRARY MEDIA PROGRAM BUT DOES NOT CONSTITUTE A PROGRAM.

A. Materials and Equipment

Criteria:	Available			Priority
	Yes	No	NA	(1, 2, or 3)
1. A comprehensive collection includes:				
a. newspapers (national, state, local)				
b. periodicals representing different editoral viewpoints and providing wide coverage				
c. back issues (at least three years back) of periodicals indexed in the ABRIDGED READERS' GUIDE or SUBJECT INDEX TO CHILDREN'S MAGAZINES				
d. books: (1) Phase I of "Guidelines"				
(2) Phase II of "Guidelines"				
(3) Phase III of "Guidelines"				
e. a minimum collection of appropriate nonprint materials equal to Phase I of "Guidelines"				
2. Vertical file information is available.				
3. Relevant professional materials are available.				
4. A variety of materials, equipment, and supplies enables the production of educational media unavailable from commercial sources.				
5. A file of teachers' guides and schedules to series offered through Instructional Television is available.				
6. A file of community resources (persons, places, and things) is available.				

V. LEARNING RESOURCES

B. Selection, Organization and Management of Materials and Equipment

Criteria:	Available			Priority
	Yes	No	NA	(1, 2, or 3)
1. All educational media of permanent value, regardless of where they are housed and how acquired, are inventoried, classified, and cataloged centrally.				
2. Annual inventory and records of the media collection serve as a guide in setting priorities for the selection and acquisition of media.				
3. The instructional staff assists the library media specialist in selecting new materials and in re-evaluating existing collections for discard.				
4. Recommended selection tools are used in the selection of media.				
5. A card catalog of all educational media provides accessibility to the media.				
6. The shelf list includes information about the acquisition of all materials.				
7. The library media budget provides for the acquisition of sufficient materials and equipment to meet instructional needs.				
8. The library media budget meets the State regulations as specified in the "Administrators' Handbook for Elementary, Middle, Junior High, and High Schools": "After a minimum balanced print and nonprint collection has been established, the annual expenditure for books (exclusive of textbooks), magazines, and audiovisual materials (not equipment) shall be as follows: $8.00 per pupil for the first 200 students, but not less than $600.00 $6.00 per pupil for the next 300 students $4.00 per pupil for each student above 500 students"				
9. Funds are budgeted for the maintenance of materials and equipment.				

VI. SUMMARY

A. Areas of Strength:

B. Areas of Weakness:

C. Immediate Plans for Improvement:

D. Long-range Plans for Improvement:

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